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ABSTRACT

Materials contained in this career guidance unit are designed to develop seven- and eight-year-old children's awareness of the abilities made possible through their senses; these include visual perception and visual memory, auditory perception and auditory memory, and spatial relationships. This unit builds on the concepts introduced in a unit written for the primary grades (Self Awareness, Level One) but does not depend on it as a prerequisite. The seventeen activities included in the unit vary in length from twenty-five to forty-five minutes; the entire unit requires approximately ten hours of instructional time and because spatial, visual, and auditory skills are necessary in learning to read, this unit may be incorporated into the language arts curriculum. It is also closely related to the health and science curriculums. A variety of methods, such as games, puzzles, flannelboard story, cut and paste, cooperative activity, music and dramatization, are used to keep student interest at a high level and provide effective means of achieving the goals of the unit. Each lesson contains performance objective, note of materials and time needed, and steps for developing the learning activity. Patterns for use with activities are included. (TA)

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Self-Awareness

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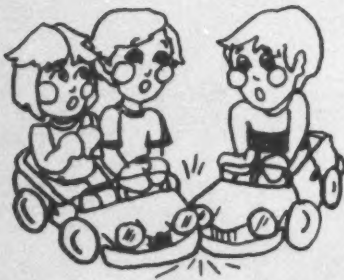
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Career Guidance
Mesa Public Schools
George N. Smith, Superintendent
1974

INTRODUCTION

The intent of this unit is to heighten the seven- and eight-year old child's awareness of some of his abilities. The previous unit in this series, Self Awareness, Level One, which was written for use with five- and six-year old students, was designed to develop an awareness of the senses and related organs, of likenesses and differences, and of self-control.



This unit builds on the concepts introduced in Level One but does not depend upon it as a pre-requisite. Level Two/Three is concerned with some of the student's abilities which are made possible through his senses; these include visual perception and visual memory, auditory perception and auditory memory, and spatial relationships. These abilities are referred to as "powers" which he has available to him.

Because the spatial, visual and auditory skills are necessary in learning to read, this unit may be considered a part of the language arts curriculum. It is also closely related to the social studies (health), or science curriculums.





Other abilities brought to his attention are his powers to make others feel bad or good.

There are seventeen activities in this unit, varying in length from 25 to 45 minutes. It is suggested that you plan for a minimum of two sessions a week and more, if possible, since the lessons will have greater impact if they are concentrated.

The entire unit will require approximately ten hours in instructional time. The variety of methods used including games, puzzles, flannel-board story, cut and paste, cooperative activity, music and dramatization is designed to keep student interest at a high level and provide effective means of achieving the goals of the unit.



Classroom teachers like yourself have piloted and field tested this guidance unit, and we thank each one who assisted us. We appreciate their contributions of valuable time and suggestions. We also thank Mr. Byron E. McKinnon, Coordinator of Guidance Services, for his support in providing us with the resources and the time to undertake and complete this project, and to Dr. George N. Smith, Superintendent, who helped

make the whole project possible. We also gratefully acknowledge the capable assistance of Ruth Diklich, our secretary, for her expertise in "getting it all together."

Irene Cooper
Sally Valentine
Donna Tuhey

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The student will know more about himself

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Lesson One

Performance Objective

The student will identify the five senses and will relate the proper function to the appropriate sense organ.

You will need

Caramel corn or Crackerjack, corn popper with cord, oil, corn, salt, container for popped corn, individual containers for popped corn such as napkins, paper cups, or rolled cones of construction paper, screening device, already popped corn. An extension cord may also be needed.

Time

30 minutes

Preparation

Arrange materials so they are completely out of view of children. A table near a wall plug is necessary. On this a large cardboard carton may be laid on one side. Popper may be placed inside carton and whole draped with a sheet. It is absolutely essential to this lesson that children have no hint as to what you are going to do.

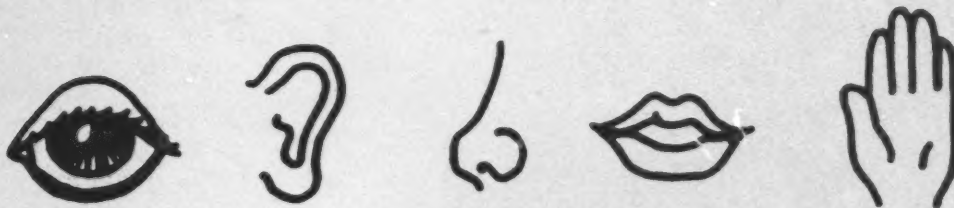
Introduction

This lesson provides an opportunity for either the introduction or review of the five sense organs and their functions. Children formerly in classes which used the unit in this series, Self-Awareness, Level One, will have had experience with these concepts in which case this material will be in the nature of a review.



Learning Activity

1. Engage the children in a discussion of how they know what is happening around them. (Seeing or hearing will probably be the first sense mentioned.) As a sense is named, draw the proper organ on the chalkboard. Simple line drawings such as follow may be used:



It may be necessary to encourage input by asking questions, such as:

How can you tell

if something is burning?

if you are getting too close to the edge of a cliff?

if someone is at your door?

if the punch you are drinking needs more sugar?

if your bath water is too hot to get into?

2. While the preceding discussion is taking place, unobtrusively plug in popper. After all senses and organs have been mentioned, tell the children that while they have their heads down on their desks with eyes closed you are going to be doing something secret. Say they are to use all of their senses necessary (except their sight) to find out what you are doing, but when they know, they are still to keep heads down and quiet so everyone will have a chance to decide for himself.

3. Keeping your actions screened, loudly pour popcorn into popper. If necessary remind children to maintain position and silence. After popping one popper full (you have previously popped enough so you can serve whole class) tell children to please hold out a hand, that you will put something in their hand, but they are not to look at it. They may use their other senses to decide what it is.
4. When everyone has been served caramel corn, ask the following:

What did I give you? (Crackerjack, caramel corn)
What senses did you use besides sight to tell?
(Feeling, smelling, tasting)
What sense first told you what I was doing?
(Hearing, some might say smelling)

Point out that all of our senses are needed and are valuable in helping us find out things. Say that being alert means using our senses as well as we can. Ask several students to role-play a cat or dog demonstrating alertness to an unidentified sound.

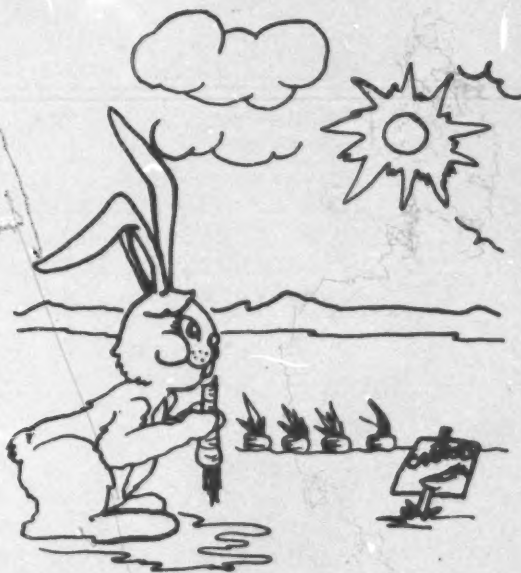
Point out that they can improve their school work by being alert when you are giving information or directions.

5. Serve the popcorn to the entire class and have fun! (Hope you remembered to unplug the popper!)

Lesson Two

Performance Objective

The student's awareness of each of his five senses and the corresponding sense organ will be increased.



You will need

A symbol for each of the sense organs. A pattern for duplicating is included with this lesson.

Time

30 minutes

Introduction

This lesson is intended to accent the student's awareness of the various sense organs and their functions.

Children may sit at their desks or in a group around the teacher on the floor.

Learning Activity

1. Go over with the children the functions of their sense organs: eyes--seeing, nose--smelling, mouth--tasting, ears--hearing, hand (or skin)--feeling. Bring out here that all of the skin is a feeling organ, not just the hands. Tell students you are going to read a story, and they should listen carefully since they will have a part in it.
2. Designate each child as one of the sense organs, identifying them suitably with tags. Explain that

whenever the function of that organ is mentioned in the story, the appropriate group will stand up. Give an example as: "If I say, 'The bear smelled smoke', the noses will stand up; if I say, 'Billy heard a rustling in the grass behind him', the _____ will stand up", giving children a chance to supply the correct word.

3. Then read the following for practice, praising each group as they successfully participate:

The ice cream tasted good. (mouth)
 Gasoline has a strong smell. (nose)
 I feel a nickel in my pocket. (hand)
 He saw a dog chasing the cat. (eyes)
 The bells were ringing loudly. (ears)

4. After making sure all understand, proceed with the story:

eyes	Robbie Rabbit stuck his head up out of his burrow in the ground, <u>looked</u> around,
nose, hands	<u>sniffed</u> the air, and <u>felt</u> the cool wind
(skin)	<u>ruffling</u> his fur. The morning was so beautiful that it looked good enough to <u>taste</u> .
mouth	He <u>saw</u> Willie Worm wiggling past in the
eyes	grass and he <u>smelled</u> the bacon cooking next
nose	door at Timmy Turtle's. Up in the sky he
eyes	<u>saw</u> several birds swooping and diving at
eyes	each other, having a morning game of tag;
eyes	he <u>noticed</u> that the sky was a beautiful
hands (skin)	blue, but over the mountains he <u>saw</u> some
ears	gray and black clouds. As he <u>pulled</u> himself
	up out of his burrow, he <u>felt</u> the warm earth
	under his paws and <u>heard</u> a squeak which
	seemed to come from nearby. Sure enough, he
eyes	<u>saw</u> Willie Worm's wife Winnie right by one
	of his paws!

"I thought you were going to mash me",
 Winnie said.

ears "I'm glad I heard you squeak in time,"
 Robbie Rabbit replied.

"I've found some ripe grapes," Winnie told
 him, "Would you like to have some?"

"Yes, thank you," Robbie Rabbit answered.

eyes	He <u>saw</u> Winnie take several big purple grapes out of a basket she was holding.
hands (skin)	They <u>felt</u> smooth and cool and he popped one
mouth	into his mouth. Mmmmmmmmmmm, it <u>tasted</u>
nose	good! It <u>smelled</u> delicious and was so
hands (skin)	juicy that he couldn't swallow fast enough--
	he could <u>feel</u> the cool juice running down his chin.
mouth	"It <u>tastes</u> sweet and sour at the same time! I would like to go and pick some for myself," he said to Winnie, "Can you tell me where to find them?"
eyes	"Yes, go down the path to the Willie-Wog-What, climb up behind it, and you will <u>see</u> them growing there."
	"Thanks," replied Robbie Rabbit, and off he went.
eyes	He <u>saw</u> that the clouds were beginning to
hands (skin)	cover the sun; he <u>felt</u> a colder wind blowing
ears	against him, and <u>heard</u> it whistling through
mouth	the trees. He could still <u>taste</u> the good
	flavor of the grapes in his mouth, making
hands	him want to hurry to get to where they were
(skin)	growing. He <u>felt</u> some rocks under his paws
nose	and knew that he was getting close to the
nose	Willy-Wog-What. Then he <u>sniffed</u> the air, and sure enough, could <u>smell</u> grapes.
eyes	He ran quickly around a turn in the path, <u>seeing</u> some butterflies getting nectar from
nose	some wild roses growing there. The roses
nose	<u>smelled</u> so sweet that he went closer to get
ears	a good <u>sniff</u> , when all of a sudden he
hands	<u>heard</u> z-z-z-z-z-z-z-z-z-z! WOW! OUCH!, he
(skin)	<u>felt</u> a burning stab on his nose.
ears	"You got too close to me," he <u>heard</u> a grouchy
	voice say, and there was Bennie Bee sitting
nose	on the edge of the rose Robbie Rabbit had been trying to <u>smell</u> .
	"You HURT me!" Robbie Rabbit cried.
hands (skin)	"Go put some mud on it. That will make it <u>feel</u> cool and it won't hurt," Bennie Bee

said.

hands
(skin)

hands
(skin)

hands (skin)
eyes

Robbie ran to the little spring near the Willy-Wog-What and smoothed some mud over his stinging nose. Oh, mmmm, it felt deliciously cool, and soon his nose felt well enough for him to go ahead and find the grapes. He climbed the side of the Willy-Wog-What feeling the rough bark of the trees as he pulled himself up. Ouch! He scraped his knee on a rock. But he hardly felt the pain as he saw ahead of him the big green leaves and purple clusters of grapes.

hands
(skin)
mouth

ears
ears

ears
hands (skin)
eyes, ears

He quickly pulled the bunches from the vines, feeling the smooth velvet-like skin of the grapes, and the juice on his paws. He stuffed several in his mouth, again tasting the sweet-sour flavor. He had his arms almost full and-----what was that noise? Rumble! Rumble!--was it the old grizzly bear who lived in the dark forest beyond Willy-Wog-What? He listened carefully--there--he heard it again--it was--no, it wasn't--Yes, it was thunder. Suddenly he heard a patter against the leaves, and felt the sharp sting of the rain. He saw the flashing of lightning, heard more clashing thunder, and the skies seemed to open and dump rivers of water down upon him.

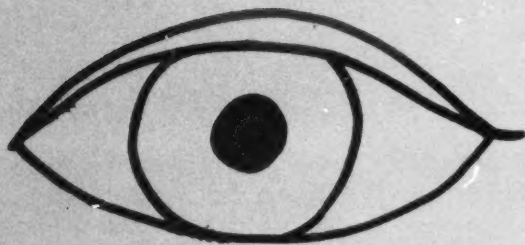
hands (skin)
hands (skin)

The only place of shelter he could think of was the Willy-Wog-What. Have you ever seen a Willy-Wog-What? It is a kind of a cave, in a rocky hillside, with a very narrow, skinny opening. It has a special kind of bush growing in front of the narrow opening, a magical bush. If you brush against it when you are trying to get into the cave, there is a big pink puff of smoke and you vanish forever. Of course Robbie didn't want this to happen to him, so he decided not to risk it. (You see, he didn't know anyone who had ever been inside the Willy-Wog-What, and it sounded too dangerous to him.) So, he ran back down the path, his paws feeling the cold wet clothes sticking to him. Soon he was

hands back inside his own burrow, feeling snug
 (skin) and warm. He decided to treat himself to a
 grape and cheese sandwich which he had that
mouth very day. Yum! Yum! It tasted delicious!

5. Upon finishing the story, comment favorably upon each group's ability to remember which organ they represented and how carefully they listened. Help them see themselves as capable persons, able to do what is requested of them. Also point out that using their senses alertly will help them be more successful in their school work.

Lesson 2



Lesson Three

Performance Objective

The student will identify with his own individual space requirements.



You will need

A string about six feet long for each student, a slip with each child's name, container for slips

Time

25 minutes

Introduction

This activity helps the student identify his own space requirements for various activities, establishes feelings of ownership of "his" space and helps him recognize his feelings toward usurpers of "his" space.

It may be necessary to move some desks to allow more open spaces for this activity.

Learning Activity

1. Give each student a piece of string about 6' long.
2. Tell the children that you would like them to choose an area in the room for their very own special space; they are to outline it in whatever shape they wish with the string, then step inside it and you will tell them what to do next. Demonstrate by making a fanciful space and stepping into it, then take it up as it is necessary later (paragraph 5) that you not have one.

3. When everyone has arranged his space to his own satisfaction say that you are going to ask them to make some motions, and while they are making them, each person must keep his whole body inside his own space.
4. Give the following directions:
 - a. Put both hands on your head.
 - b. Kneel on one knee.
 - c. Spin like a top.
 - d. Hop 5 times on both feet.
 - e. Be a bird with your arms--keep wings inside your own space!
 - f. Bend backwards as far as you can without falling.
 - g. Pull a knee up and touch it with your chin.
 - h. Seesaw with your arms.
 - i. Run in place.
 - j. Hold a leg out in front of you and touch your toe--watch that leg! Keep in your space!

During this activity confusion probably will result if students have not placed their spaces far enough apart.

5. Tell students each to sit down in his space. Ask them how they feel about having their own space, and if they were able to stay inside their own space when doing the movements. Say that sometimes we like to have an area or space just for our very own. Now point out that you have no space and from a container previously prepared holding a slip with each child's name on it, pull out a name and announce that you are going to use that child's space, and he will have to take someone else's. (Do not replace used slip in container so that each child may experience losing his space.) Now tell the child whose space you took

that he may take a name from the box, and take that person's space. When everyone has lost his space then ask each person to go back and sit in his own.

Get children's reactions to how they felt about having their space used by someone else. Most children will be angry about this. Point out that when we shove people out of line, or give "ups", or try to crowd in, we are using someone else's space and that is why they have such angry feelings about it.

You may want to include in your discussion the thought that need or desire for space many times is a contributing factor to wars between nations, with one nation responding to another's forceful grabbing of its territory just as an individual does to being pushed out of his space.

The ways in which members of the animal kingdom mark and guard their territories is also an interesting subject which you may wish to pursue further with your group.

Collect the pieces of string and tell the children that tomorrow they will be making their own space again.

Lesson Four

Performance Objective

The student will be aware of necessary considerations in sharing space with others.



You will need

A string about six feet long for each student.

Time

25 minutes

Introduction

This activity helps students realize that they may have positive or negative feelings (or both) about sharing a given space with others, and that sharing the space requires that they consider the needs of others.

Learning Activity

1. Ask the children to outline their own spaces with string as they did in the previous activity. Be sure to have your own space.
2. Now ask if they would like to add their space to someone else's so there would be more space and they would not be alone. Say that as many as want to may join their spaces. Expect considerable confusion at this point. Be conscious of those who are generally rejected. If they are rebuffed upon trying to join a group, ask if you may join your space to theirs. Some isolates may choose to remain so, which you should accept. Allow ample time for rearranging.

3. Now give the children one of their regular school tasks which they may do in their space. This may be whatever you choose, but should be something which may be accomplished under the given circumstances. Some suggestions are: Individual: silent reading, crossword puzzle, spelling or math paper, simple art project; As a class: view film or filmstrip, listen to a story, read their weekly newspaper (as Weekly Reader), see a science experiment demonstration.
4. At the conclusion of this aforementioned combined space activity, get the children's reactions to sharing and working in a combined space. If some did not choose to join spaces, encourage acceptance by pointing out that people seldom feel the same about something and each has a right to his own feelings. Find out how children felt about moving their space, having someone join their space, organizing the new space (did everyone share in this?), adequacy of enlarged space with more people in it.
5. Have the children summarize with you the different feelings expressed by members of the class, reinforcing students who have displayed good listening skills by expressing your appreciation and approval.

Lesson Five

Performance Objective

The student will be aware of the feelings of freedom associated with open space and of security associated with enclosed space.



You will need

String used in previous lessons

Time

25 minutes

Introduction

The activities in this lesson are designed to give students an awareness of confined personal space, as opposed to open personal space.

Learning Activity

1. Remind the children that they have been experiencing the space around them in different ways. Say that now they are going to move in the space around them. Choose several students to show you how they would move in space if they were:
 - a. a feather falling to the ground.
 - b. Santa Claus trying to squeeze down a chimney.
 - c. a bubble which someone blew.

Before they perform, discuss the type of movements which might be used.

You may want to choose several other students and repeat this activity. Be sure to compliment and express appreciation to those who have participated.

2. Next, say that each is to place his string in an oval or egg shape on the floor, then to pretend he is an eagle chick squeezed tightly inside his egg. Tell the students they must make themselves as small as they can and hold this position while you slowly count to 10.

To give the students a contrasting feeling to that of being closed in, suggest that the egg is slowly beginning to crack open and they can move their bodies just a little. Allow some time for this. Now one arm can push through the shell. Now a leg is free etc., until the "chicks" are free from the egg and able to walk around in open space. Soon they begin using their "wings" and after a few seconds of practice they are able to fly up high in the sky and soar and glide in complete freedom.

3. The following activity helps the students realize that confined space can be pleasing, comfortable and give a feeling of security.

Have each child arrange his string on the floor to be his "cave" to which he will later return. Caution them against disturbing the "caves" of others while moving around during this activity.

Now ask each student to pretend to be a bear cub moving about in the forest, eating berries and playing with the other cubs. Soon the weather gets chilly and then chillier, then very cold. The cub realizes he must find his cozy warm cave where he can crawl inside and curl up for his long winter nap (hibernation).

4. Discuss with students the feelings they had when moving freely in space as contrasted with being confined in a small area. Check out feelings when they were bear cubs--did they have feelings of snugness and safety associated with their "dens"? Did they feel free, elated, etc. when they were eagles? Summarize with them what they have felt.

Lesson Six

Performance Objective

The student will become aware of and appreciate his visual perception ability.



You will need

A copy for each student of the picture with ten hidden objects

Time

25 minutes

Preparation

List on chalkboard the following items which are hidden in the picture you will give students:

fish	owl	snake	Indian	bird
bear	cat	arrow	rabbit	ladybug

Introduction

This activity gives the student practice in perception of shapes and is intended to aid in the development of personal appreciation of this ability which he has. It helps him understand ways in which this power contributes to his pleasure and well-being.

Learning Activity

1. Tell students that today they are going to find out about a special "power" they have. This power is called perception and in order for them to use this

power it is necessary for their minds and their eyes to work together: their eyes will see and the thinking part of their minds will help them understand what they are seeing. (Use the term 'perception' frequently. In field testing this unit, it was found that children seven and eight years old enjoyed knowing and using this "grown-up" word).

2. Now say that you will give them a picture with some things hidden in it. Indicate the list which you have on the chalkboard and ask children to read it with you so their minds will know what their eyes are looking for. Tell them when they find one of the hidden objects in the picture to color it with their crayons. Stress that they should use their own powers.
3. After a 10-15 minute period ask different children to indicate to the class the position of each object and allow those who didn't find it to color it at that time. We want each person to feel successful.
4. Compliment students on how well they used this special power they have. Review the word perception. Again point out that this power they have to perceive is a result of cooperation between their eyes and their minds--they work together. This power lets them know more about the world around them, bringing them pleasure, information and protection. Give examples of the foregoing, asking for contributions of their own ideas also.

Enrichment

An interesting subject to be presented in connection with this activity is that of camouflage in nature. Your media center specialist probably can supply you with interesting materials concerning this.



NOTE TO TEACHER

The lessons in the remainder of this unit are built around the idea of "powers" the individual has; lessons six, seven, eight and nine are concerned with visual powers, lessons ten, eleven, twelve and thirteen with auditory powers, and lessons fourteen and fifteen with the individual's powers to influence the feelings of others.

Since lessons six, nine, eleven and thirteen have products, you may want to save them in a folder for each child.

Lesson Seven

Performance Objective

The student will develop further appreciation of his visual perception ability.



You will need

One- 9" square card with geometric pattern for each student. Patterns are included with this unit.

Time

30 minutes

Preparation

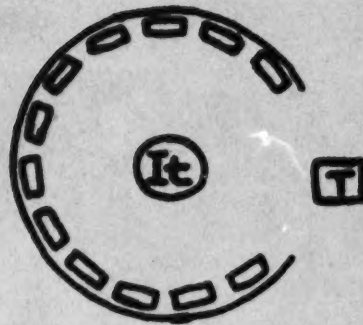
Following directions given at the end of this lesson, prepare cards. This is a somewhat time-consuming project so should be started well in advance of this lesson. It is also possible to purchase commercial materials which might be substituted.

Introduction

This activity is intended to improve the student's visual perception by increasing speed of eye movement between objects, and sharpening shape and color recognition. Appreciation of this power of his is stressed.

Learning Activity

1. Arrange chairs in a circular form (about $\frac{3}{4}$ of a circle--see illustration), one for each child in the class, minus one. Be sure to leave space large enough so children on ends will not have difficulty seeing cards displayed.



2. Ask someone to be "it" and have that person stand in the center of the circle, with the rest of class seated in chairs.
3. Randomly distribute the geometrically patterned cards to seated students, using as many sets of 3 as necessary for the class. If the number seated is divisible by 3 with a remainder of one, use two sets of two; that is, each child should have a card which is matched by at least one other in the circle, and preferably by two.
4. Now, standing in the opening of the circle, review the meaning of perception, accenting that it is a power they have. Say that today they are going to play a game that will help them really notice or perceive shapes and colors, and that you are going to use the cards you have given them. Say that you will show a card just like one that several people in the circle are holding. The students who have the same design as on the card you are holding must then exchange places while the person who is "it" tries to get one of the empty chairs. If "it" succeeds, the person left out gives him the card he was formerly holding and takes his place as "it" in the center of the circle. If "it" isn't successful, he remains in the center of the circle until he does get a chair (or until the teacher asks him to choose someone to be "it", which she may want to do if one child is stuck in the center too long). Some "rules of the game" might include no running or hitting, holding card so all can see, or whatever seems necessary to you.
5. Proceed in this manner for length of time desired, making sure everyone is included. Occasionally have students move cards around circle three persons to their left so they will be using different cards.

6. At the conclusion of the activity, some further practice in matching may be accomplished by holding up a card and having those with matching cards bring them to you. In this way, the cards will be assembled in sets ready to use again. If it seems more desirable, the cards may be gathered in any fashion and at a convenient time, a student needing more visual perception training may be asked to help you by sorting them into sets.
7. In summary, ask the students if they think really noticing or perceiving something would help them learn better and do better work at school. Encourage discussion and say that in the next lesson they will have a chance to be detectives, and will learn about another power they have.

DIRECTIONS FOR GEOMETRIC PATTERNED CARDS

You will need to make four cards alike for each geometric pattern you use.

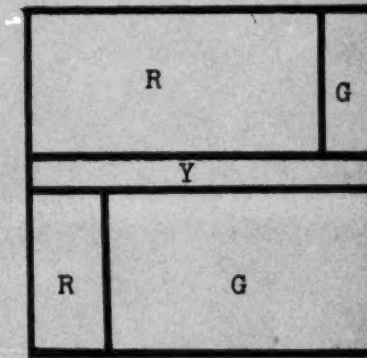
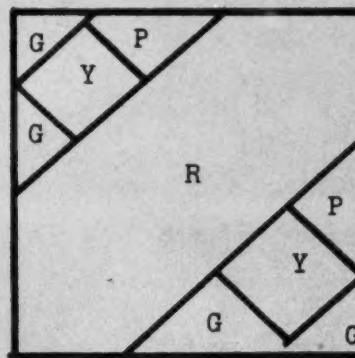
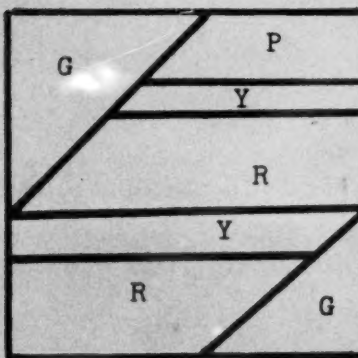
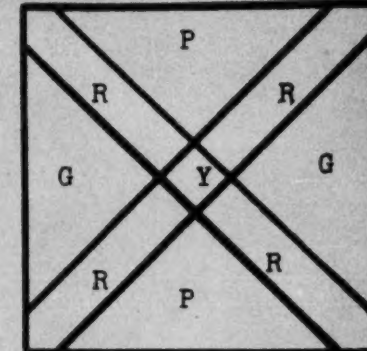
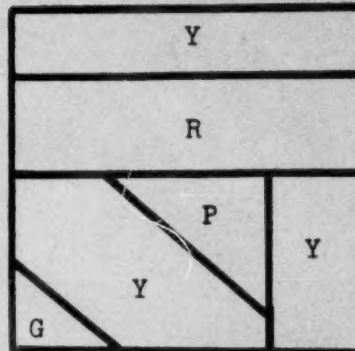
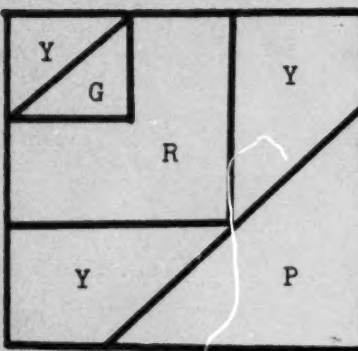
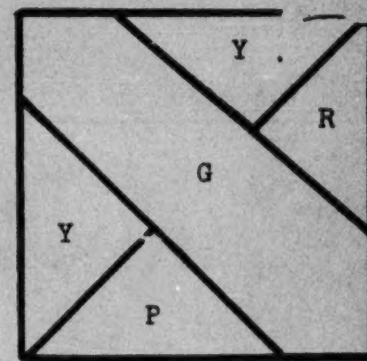
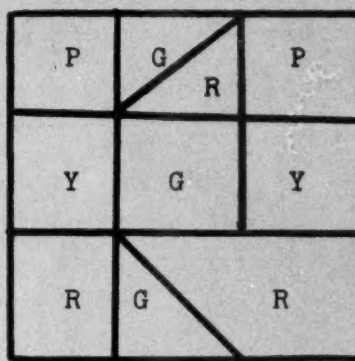
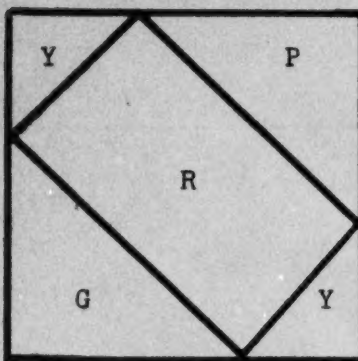
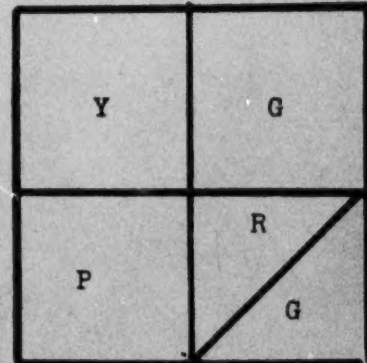
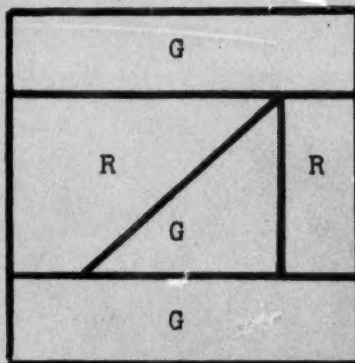
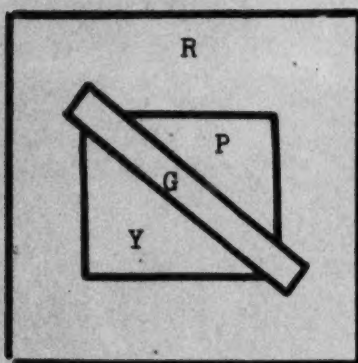
Use tagboard, shirt cardboards, old file folders or any other type cardboard for the 9 inch square. Cut one for each student; divide the number in your class by 3, then cut that many squares for the teacher's set. For ease in sorting it is wise to have the backs of the teacher's set easily distinguishable. This may be done by using a colored poster board (for instance, red is a good choice as the red can be left exposed for the red shapes in the patterns). Example $34 \text{ students} \div 3 = 12 \text{ squares needed for teacher}$. (For this size class you need 12 sets of 4 duplicate patterns; for 27 students you need 9 sets of 4 duplicate patterns; for 24, 8 sets, etc.)

Make all four of the same design at the same time. Starting with the color which has the largest area, cut a shape bigger than needed and fit it into place. Cover excess with next shape. Unless there is no smaller shape to place on top, do not cut it to exact shape as it is difficult to have edges abut exactly. You may want to create your own patterns; however, following are some which have been used successfully. A different way which might accomplish this more quickly would be the use of tempera to paint the cards.

Still another way, easier but not as satisfactory, because shapes are not involved, would be to use 4 x 6 inch cards. Paint bands of different colors, varying the widths. Do not use too many bands or colors as it will be confusing to seven and eight year old children.

Lesson 7

R - Red P - Purple G - Green Y - Yellow



Lesson Eight

Performance Objective

The student will recognize his power of visual memory.

You will need

A copy of the "What's Missing" puzzle for each student. Six or seven small objects somewhat near the same size. Choose items which would be interesting and recognizable to seven- and eight-year-old children. Small toys, interesting shaped candle, vase or statue, whistle, pocket flashlight, box of chocolate pudding mix or a candy bar, small manicure set, a piece of "glamorous" costume jewelry, small water gun, set of ball and jacks are samples of items which may be used successfully.

Time

40 minutes

Preparation

Arrange the objects on a table. Cover them or screen in some way from students' view. A large cardboard box may easily be placed over the items and removed without disturbing them.

Introduction

This activity, which is an exercise in visual memory, demonstrates to the child his possession of this skill and his ability to use it in rewarding ways.

Learning Activity

1. Tell the children that today they are going to be "detectives", they are going to use their minds and



their eyes to find out what is missing. This is another power they have--perceiving what was there but is now gone. Their eyes see that a shape is gone and their minds remember what it was. You might illustrate this more clearly by making a change in your--or a student's--appearance by removing an item always associated with that person, such as glasses.

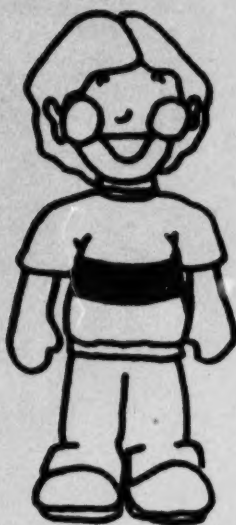
2. Allow them to come in small groups to look at the objects displayed, asking them to "fasten down" in their minds colors, shapes and names of objects and where they are placed. A "What's Missing?" puzzle is provided for use by children while they are not viewing objects.
3. After everyone has had an opportunity to view the objects, remove one object and change positions of two others, making certain children cannot see what you are doing. Choose an item to remove with which one sex would not identify more than the other.
4. Ask the children to pretend they are detectives. Tell them that some things have "disappeared" from the display and that you would like the detectives to "view the scene of the crime" to see if they can "spot" what is missing. Remind them that detectives don't "blab" what they know, and that if they spot what is missing they are to keep their lips zipped until they can tell you.
5. Take an isolated position and have children come one at a time as they leave the display and quietly tell you their decision. Warmly commend each child who is correct; to others, comment favorably on something they have noticed, or say that you are happy that they are really trying to have their minds help their eyes be alert. Don't let any child feel he is a failure.
6. When all have viewed the display for the second time and have talked to you, take a few minutes to talk about the "What's Missing?" puzzle, again commenting on how proud you are of all of them for really using their minds to help their eyes be good detectives. If desired, save the papers for their folders.

Summary

Ask them how they feel when their minds and eyes work together well to accomplish a task (good, proud). Tell them

Lesson 8

that you have that feeling also, about yourself and about them. Also say that next time they will again have an opportunity to have their minds help their eyes be alert.



Lesson Nine

Performance Objective

The student will develop further appreciation of his power of visual memory.

You will need

For each child: 9 x 12 white construction paper, paste, rectangle (2-1/2" x 7"), triangle (1/2 of a 3-inch square), circle (diameter approximately 2-1/2 inches).

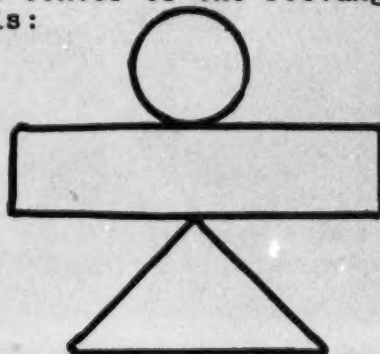
Also, an assortment of shapes and colors in pairs or multiples of two, flannelboard or space on a bulletin board with pins, an unusual item which students would not know the use of, a piece of tag or paper to use as cover.

Time

45 minutes

Preparation

Construct a sample (to be kept concealed from students until task 5) on white construction paper for yourself with the triangle on the bottom, the rectangle in the middle resting on the point of the triangle, and the circle on top, touching the center of the rectangle. The design should look like this:



Introduction

Further appreciation of his ability to perceive color and shape is the purpose of this activity. An added dimension in this activity is the child's recognition of his ability to retain a visual impression by his reproduction of a design which he has seen but briefly.

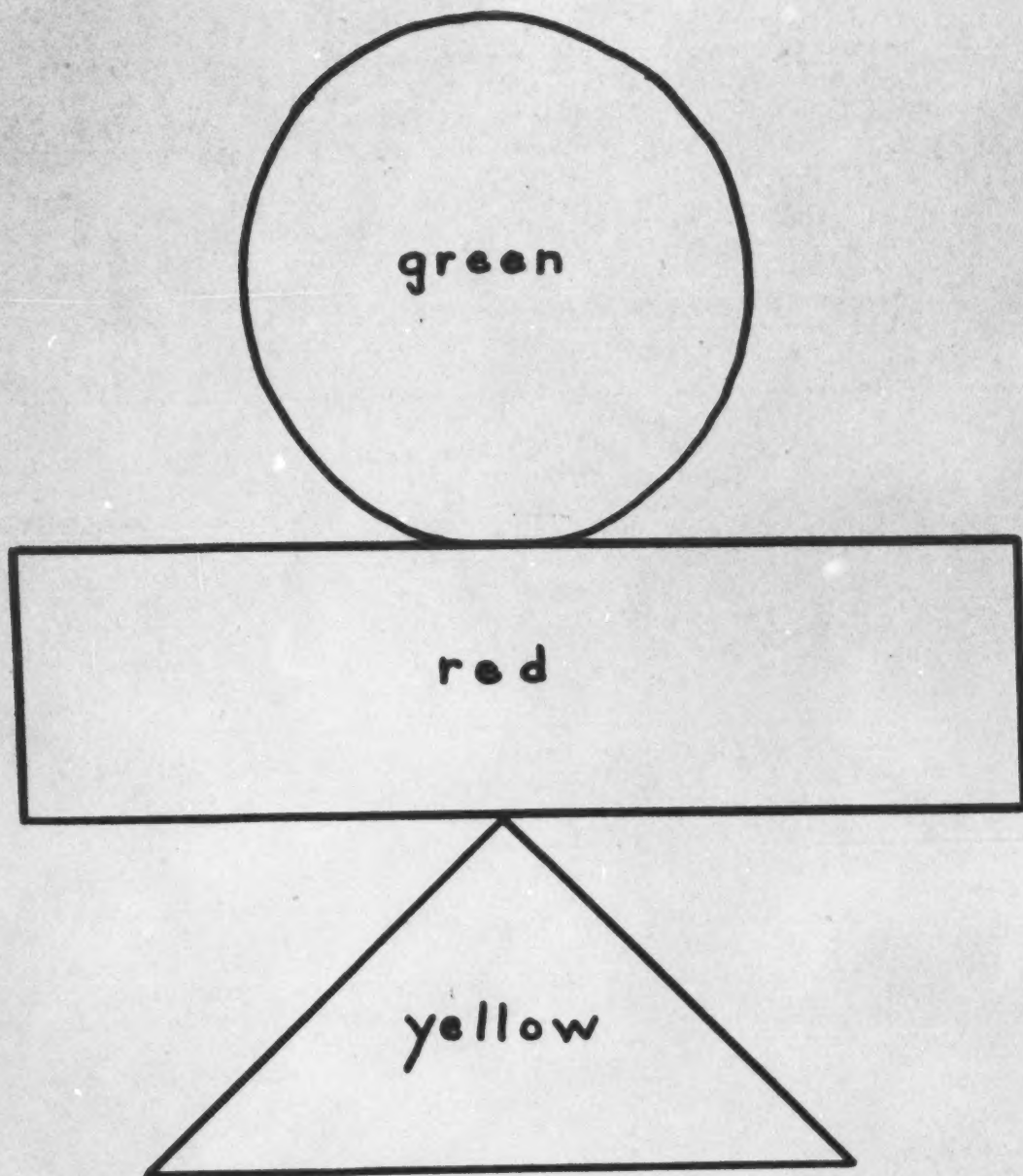
Learning Activity

1. Start the lesson by reminding the students of the power of perception which they have. Ask if anyone remembers what perception means (mind and eyes working together, mind helping eyes be alert and understanding what eyes are seeing). Illustrate this by displaying the unusual item, ask if anyone knows what it is and what it is used for, showing them that although they can see it clearly they don't know what it is or what it is used for unless their minds have some ideas about it--for instance, something the mind is familiar with that it can compare the unknown object with. Tell students what it is and how it is used, explaining that in the future their minds will work with their eyes and they then will see not just the shape but their minds will recall other information it has stored about that object.
2. Tell the students that you are going to have them look at some designs and we will see if their minds will work with their eyes to remember what they have seen. Ask them to pay close attention to what you are putting up for them to perceive. Using either the flannel board, which is easier for students, or bulletin board, place a two-item design on display, let the students see it for several seconds, quickly cover it, and then ask a volunteer to come make one just like it beside it on the board you are using. Be sure the needed colors and shapes are available. After the student is finished, remove your cover and compare the two. Comment favorably (if the child has not been successful, comment on correct color, or shape, or at least effort. Do not let anyone feel a failure). Follow this same procedure a number of times, increasing to three items, and then to four. You will need to be cautious when calling on someone to duplicate these. (Leave the four item design exposed for a longer period.)

3. After everyone seems to have the idea of what is being done, tell students that each one is going to have an opportunity to duplicate a design on paper. Give each child a supply of paste, a sheet of 9 x 12 white construction paper, and a previously prepared rectangle, triangle and circle. Ask them to print their name on the top of the paper. By having the top marked, you will be able to judge if they correctly reproduced the design.
4. Tell the students to watch carefully when you show them the design. Say that you would like for their minds to help their eyes be very alert, that they will need to remember the design they will see because you will show it for just a short time and then will cover it again while they try to make one like it. Stress looking at the position of each shape.
5. Making sure every student can see it, display the model you have prepared, leaving it exposed for about 10 seconds. Then remove it and ask the students to paste the objects on their paper the same way they were pasted on yours.
6. As they are finished, collect the papers and save for folders if desired.

Summary

Say that today they have found that their minds can work with their eyes to help them perceive something. This power of perception which they have helps them know the words they are reading, the math they are working, the words they are spelling (illustrate with a word from reading, a math problem, a spelling word), and that it also helps them understand a program on television, games other boys and girls are playing, work Mother is doing at home--so many things in the world they understand because of this power of perception. Point out that today they learned that their minds helped their eyes pay attention to the designs they were seeing and the mind remembered what the eyes had seen.



Lesson Ten

Performance Objective

The student will recognize his power of auditory perception.



You will need

A method of sounding pairs of musical tones. Use tone bells, piano or any instrument you prefer.

Time

30 minutes

Preparation

If an instrument is not available to you in the classroom, a cassette tape recording should be prepared ahead of time. At least twenty pairs should be recorded.

Introduction

This activity acquaints the student with his power to differentiate pitch between two tones, and encourages him to consciously use his mind to increase auditory awareness.

Learning Activity

1. Tell the students that today they will be using a special "power" they have. This power is possible when the thinking part of the mind and the ears work together--the mind helps the ears be alert and pay attention, makes judgements about what the ears hear, and directs the body's actions related to the sounds.
2. Ask students to listen to you clap your hands. Clap 4

times, slowly. Ask class to repeat the claps just as you did. Vary the rhythm, but keep to 4 claps. This time ask a group (such as a row) to repeat what you did. Again vary the rhythm, perhaps asking one person to respond. Continue in this manner; if students seem capable of repeating four beats you might go to six or eight. Point out that if the ears are paying attention the mind can direct the hands to reproduce the sound the ears heard.

3. Tell students that now they will hear two musical tones; if the second is higher than the first they will stand up, if it is the same or lower, they will stay seated. After having class as a whole stand or sit several times, vary activity by asking just boys--girls--rows, etc. to indicate the pitch. Then individuals may be asked.
4. Review with the class that they have used their ears and minds together in clapping as you did, and in deciding about the two tones. Tell them that you are going to tell them the long name of this power but first you would like them to "plug" the thinking part of their minds in to their ears. Then tell them the name of the power is auditory perception. Ask if they can think of other times their minds and ears worked together; (hearing what mother asks you to do and then doing it; hearing a song on the radio and then being able to sing it; hearing teacher's directions and following them; asking how to find a place, hearing and following directions given; in restaurant, you hear someone read the menu, the thinking part of your mind helps you make choice). Get as much student participation here as possible. As students contribute examples of times their minds and ears worked together, comment again that this is a "power" everyone has which is helpful to us but we must be sure the thinking part of the mind is "plugged in" to what our ears are hearing in order for us to use this "power" effectively. If desirable, point out situations in the classroom where you would find it helpful if they would use this power.

Summary

Review with the students that auditory perception is a "power" they all have. They use this power when the thinking part of their minds are working with their ears to understand what their ears are hearing. Point out that when someone is not "paying attention" this means their mind is not working with their ears.

Lesson Eleven

Performance Objective

The student will develop further appreciation of his power of auditory perception.

You will need

A copy of the clown and balloons work sheet for each student.

A tape recording with ten pairs of musical phrases.

Time

30 minutes

Preparation

Prepare a tape recording of ten pairs of musical phrases, not more than four measures of each phrase. The phrases in six of the pairs should be the same; in other words play the phrase, wait 5 seconds, then repeat that phrase, as indicated in this sample:

Say, "Set I" - pause 5 seconds -
Play - Jingle bells, jingle bells, jingle all the way!
Pause 5 seconds
Play - Jingle bells, jingle bells, jingle all the way!
Pause 10 seconds

The phrases in the other four sets should be decidedly different. See sample below:

Say, "Set II" - pause 5 seconds -
Play - Row, row, row your boat gently down the stream
Pause 5 seconds
Play - My Country, 'tis of thee, sweet land of liberty
Pause 10 seconds

Continue in this manner until you have ten sets.

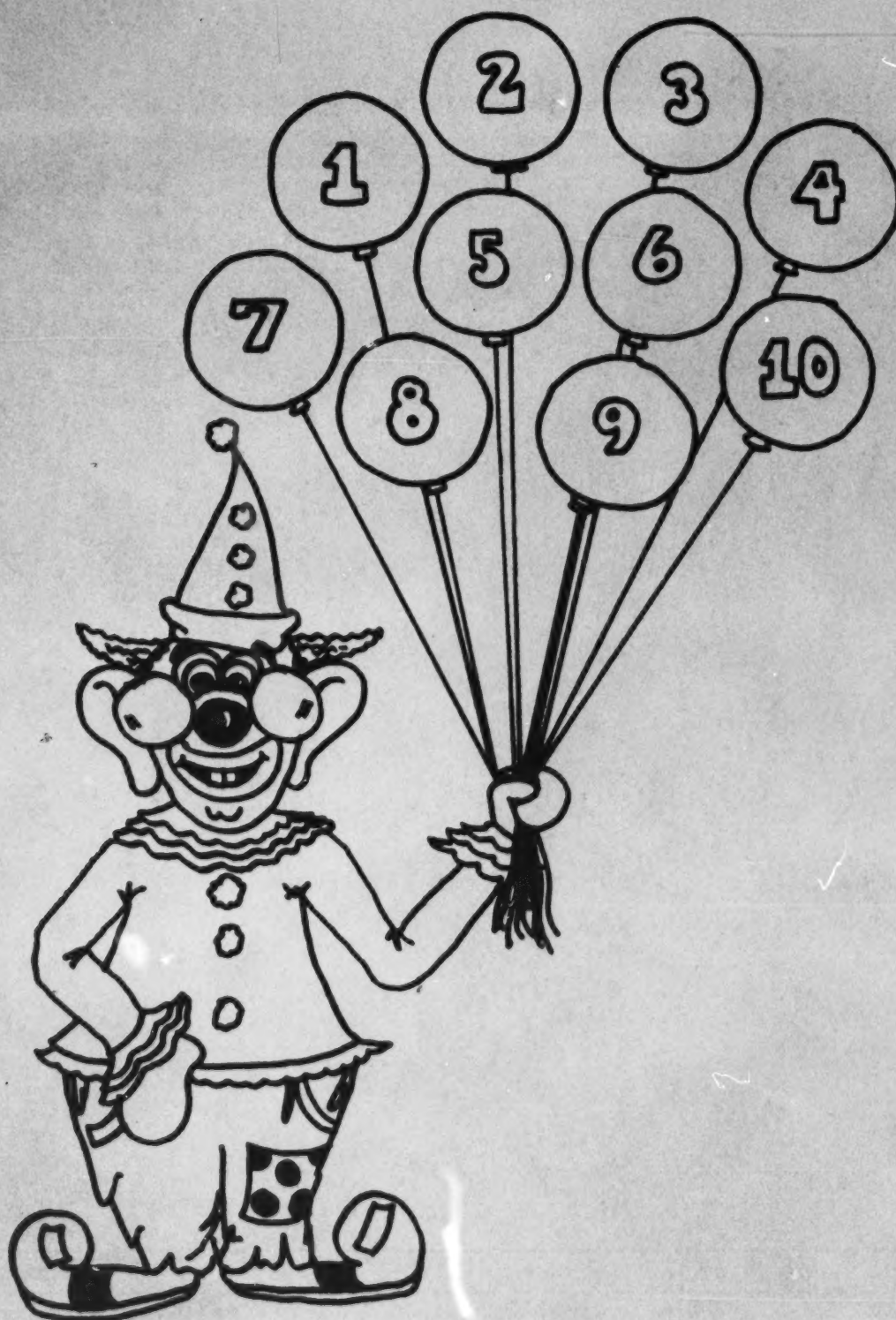


In making the tape, use whatever musical instrument you desire (piano, accordian, guitar, tone bells are suitable). If you do not feel you can make the tape yourself, perhaps a colleague who is musical would help you.

Learning Activity

1. Remind the students that in the previous lesson they learned that they had a power, auditory perception, which meant that the thinking part of their minds was working along with their ears making it possible for them to react to what they have heard.
2. Tell students you are going to hum two tunes and you would like for them to tell you if the first and second tunes are the same or not. Hum a common tune and then after a pause repeat it. Get students' reaction. Again hum a tune and after a pause hum something very different. Again get students' reaction.
3. Now give each student a copy of the work sheet. Tell them you are going to play some musical phrases (explain that these are short parts of a tune). You will play one, followed shortly by another. If phrases are both the same students will color the balloon with "1" in it red, but if the phrases are not the same they may color it any color they want.
4. Play Set I then stop the tape. Ask if the two were the same. When students have decided, allow them time to color the #1 balloon.
5. Play Set II, again stopping the tape after Set II. Let each student decide for himself whether or not the two phrases are the same. Have them color #2, red if the phrases were the same, or the color of their choice if they were different.
6. Proceed in this way through the rest of the sets, allowing a reasonable amount of time between the sets for coloring a balloon.
7. Point out to students that the thinking part of their minds compared the two tunes which their ears heard and decided if they were the same or different. This power is called auditory perception. It can help students in learning many parts of their school work. It

also helps protect them when the thinking part of their mind interprets a sound the ears hear as indicating a danger and directs the body to seek safety (a rattling sound on the desert, honk of a horn on a busy street). Ask students to relate times when it was important to their safety for the thinking part of their mind to react to the sounds their ears were hearing.



Lesson Twelve

Performance Objective

The student will recognize and appreciate his power of auditory memory.

Time

25 minutes

Preparation

It might be helpful to read through the story which is a major part of this lesson.

Introduction

The previous two lessons dealt with auditory perception. This lesson demonstrates to the student his power of auditory memory and encourages his appreciation of it.

Learning Activity

1. Review with the students their experiences with their power of visual perception: when they were "detectives" and were able to recall the missing item(s), and the design they were able to reproduce through memory. Explain that in this lesson they will be using another power, their ability to recall sound which they previously have heard. This power is called auditory memory.
2. Ask if they remember the Mother Goose rhyme, "Hickory Dickory Dock." Let those who do say it together or call on someone to do so. Point out that in the rhyme there is a group of words repeated, "Hickory, Dickory Dock"; that is, the same group of words are heard twice. Give another example,



"What is a Circus?"

A circus is fun!
A circus is noise.
A circus is elephants,
clowns, joys,
A circus is fun!

pointing out that "A circus is fun" is the repeated group of words.

3. Say that you are going to read them a story. Ask that they keep their heads down and their eyes closed while you do this. The story will have a group of words repeated many times. Ask them to raise their hands when they notice the repetition, and then lower them again so they will be ready to raise the next time. Also tell them that the names of the children in the story are Mary Beth and Tony, which they will hear many times in the story, but those are not the words you want them to listen for.

NOTE TO TEACHER

The repeated group of words, it was cold, it was dark, and flakes of snow were drifting down is underlined each time it is used in the story.

4. Now read the following story:

Mary Beth and her brother Tony were playing at the home of their friends, Suzanne and Bert. They liked to go there after school because of the big electric train set their friends had. All of them enjoyed playing with it since Mr. Wells, Suzanne and Bert's father, had fastened it to large sheets of plywood so it would stay in place.

Mary Beth and Tony were watching for their mother who was going to come pick them up. Tony noticed it was getting dark outside and was wondering why their mother hadn't come. The phone rang in the other room and Mrs. Wells answered it, then came in to say, "Tony and Mary Beth, your mother is having car trouble so she wants you to start walking home right away before it gets completely dark.

The children were surprised that their mother would let them walk home because it was quite a distance

and was getting dark fast. They quickly put their coats on and, after thanking their friends and Mrs. Wells for a nice time, went running down the walk. It was cold, it was dark, and flakes of snow were drifting down. Mary Beth and Tony grabbed hold of each other's hands and went scrambling down the street. Suddenly the street light came on, casting a pleasant glow ahead. The children slowed down, glad to have a lighted place in which to walk. After crossing several streets they came to the corner by the park. "Tony, we could get home a lot faster if we cut through the park," Mary Beth said.

"Yeah, but it's dark under the trees," Tony replied.

"We'll go fast," Mary Beth answered, and she ran into the park.

Tony followed more slowly. Sure enough, as they got under the trees, it was cold, it was dark, and flakes of snow were drifting down. Now they couldn't go as fast--sometimes one of them tripped on a tree root. Once Mary Beth stubbed her toe on a rock and fell down-- and then, almost in front of them, they saw a figure of a person hanging by its neck. They ran screaming in fright from the terrible thing ahead of them, and it was cold, it was dark, and flakes of snow were drifting down. Tony got ahead of Mary Beth and became even more frightened, so he waited with his teeth chattering until she caught up with him. When she did, they grabbed ahold of each other and stood there, panting, until they could breathe more easily, and it was cold, it was dark, and flakes of snow were drifting down. Then suddenly, coming from in back of them they heard clank-clank, clank-clank-clank, clank-clank! They shrieked, "It's a ghost! It's coming! It's after us! A ghost! A monster!" and off they dashed, running as fast as they could go.

"Here!" cried Tony, "Come here!" and he dived head first into a big, round pipe which children love to crawl over and through. "We'll hide here," he said to Mary Beth who dived into it after him.

"Sh-h-h-h, maybe it will go past us," she answered, keeping as quiet as possible, and it was cold, it was dark and flakes of snow were drifting down.

They listened so hard it felt as if their ears were growing bigger! Nothing seemed to be following them, they heard no noises, ghostly or otherwise, except their pounding hearts and occasionally a rustling sound in the dead leaves on the ground caused by a gust of wind, and it was cold, it was dark and flakes of snow were drifting down. Gradually their hearts quit thumping. "I don't hear anything, Tony," Mary Beth said, "Let's get out of here and head for home!"

Tony started to crawl out the other end of the pipe when all of a sudden something white dashed into the pipe and brushed by him--"It's here! Get out!--Get out!" Tony screamed. He went out one end of the pipe and Mary Beth went out the other.

Both children ran screaming toward the street ahead of them and it was cold, it was dark, and flakes of snow were drifting down. As they reached the corner they saw a car stopping across the street at a stop sign. From the car came a voice they knew. "Mary Beth! Tony! Jump in, I'm glad I found you!" Their dad had come home, and had come to pick them up.

They scrambled into the car and both started crying and trying to tell him about the things that had scared them. He could see that they were really frightened so he pulled the car over to the curb and stopped it, and comforted them both. When they were calmer, he explained that he was sure they had heard and seen something but perhaps their imaginations had added to what was actually there.

"I think you'll sleep better tonight if we all go back to see what was really there," Dad said. He showed them the large flashlight he had with him; neither Tony nor Mary Beth wanted to, but finally, knowing they could trust their dad, agreed to go with him. They got out of the car and looked into the park, under the trees, and it was cold, it was dark, and flakes of snow were drifting down.

Then Dad turned the big flashlight on and with Tony clutching one of his hands and Mary Beth holding to his other arm, they started into the park. They went quietly toward the big pipe and Dad quickly shined the light into it. Again there was a flash of white out the other end of the pipe, and they

could plainly see a big white cat running away through the trees. "There," said Dad, "That cat got caught out in the snowstorm like you did and was just looking for a dry spot."

Tony and Mary Beth felt a little foolish but were still convinced that a ghost in chains and a hanging body were in the park. They walked on toward where they had seen the body and suddenly they heard, clank-clank! clank-clank-clank! The children shrieked and grabbed Dad so hard that he dropped the flashlight letting it go out, and it was cold, it was dark, and flakes of snow were drifting down. Dad quickly felt around and found the flashlight and turned it on. "Now, children," he said, "I think I know what is causing that clanking sound. Let's walk toward it. Don't be afraid."

The children were reluctant to go with him but they didn't want to be left alone so they held onto him and walked toward the sound. Soon they saw ahead of them a tall pole--the flagpole. "Yes," Dad said, "That's what I thought. You see, the wind is blowing just enough, occasionally, that it makes the chain that is used to raise and lower the flag hit the flagpole. It does sound scary in the dark when you are already frightened."

Tony and Mary Beth were relieved to find out that the clanking was not caused by a ghost or monster. "But, Dad," said Mary Beth, "We did see a body hanging by its neck!"

"I don't know what that could be," said Dad, "But let's go on and find out more about it." Slowly, reluctantly, the children went with him. Ahead of them the flashlight threw a comforting glow, but at their sides and back it was cold, it was dark and flakes of snow were drifting down.

Dad moved the light from side to side seeking the hanging body. He swept it past one point and then quickly brought it back because he thought he had seen--yes--he had--something was hanging from a cross pole between two other poles. He kept the light on it and they slowly went toward it, closer, closer. Then Dad shouted, "A dummy! A tackling dummy! Some of the boys have been practicing football tackling and that is the big sand-filled bag they use. Children, I must admit that at first it

had me fooled also, I thought it was really a person and I can understand that you would think so, too. Now all of our mysteries are explained."

They all headed happily back toward their home, and in back of them, in the park, it was cold, it was dark, and flakes of snow were drifting down.

5. At the conclusion of the story compliment students on how well they used their power of auditory memory, pointing out how the thinking part of the mind was remembering the sounds (words) that the ears had heard. Say that this is a power that goes along with their power of auditory perception and is very useful to them in learning anything.

Lesson 13

Performance Objective

The student will develop further appreciation of his power of auditory memory.



You will need

Code message blank (sample given at end of lesson) and scratch paper for each child

Time

30 minutes

Introduction

This activity reinforces the student's awareness of his ability to retain auditory impressions in his memory.

Learning Activity

1. Remind students of their previous experience in recognizing their power to retain in their memories something they have heard (phrase repeated in story). Say that today they will be using this power again.
2. Begin by asking them to repeat three digits after you, as

3-9-1

6-2-7

5-5-4

9-4-3

Then go to four digits, as

5-6-2-7

1-3-9-4

7-2-6-1

8-5-2-4

Speak slowly and distinctly. Then pronounce two or three five-digit numbers, as

1-3-7-2-4

5-2-7-6-4

3-9-6-5-7

3. When you feel students are doing this task satisfactorily, ask them to listen carefully, then write down on scratch paper the numbers they hear you say. Caution them not to try to write and listen at the same time: listen first, then their special power, auditory memory, will help them remember what they heard. Begin by giving two digits, as 6-4, 1-9. Then give three, as 5-2-7, 3-9-5, 4-6-1. Practice giving 4 digits as, 1-6-2-5; 7-3-5-6; 9-4-8-1. Be sure to speak slowly and distinctly and allow ample time for all students to write numbers.
4. Now give children a blank; say that you will be sending them a message in code: you will give some numbers and they will write them down just as they have been doing and that when they have all the numbers you will give them a clue to help them decipher (figure-out) the message. Say that there are 3 words in the message, that it will tell them to do something.
5. Give the four numbers for the first word: 2-6-1-8
(Draw)
The second word 7-5-9 (six)
The third word 3-4-4-7 (eggs)
6. Now place this on chalkboard:

1	2	3	4	5	6	7	8	9
a	d	e	g	i	r	s	w	x

Explain that the digit "1" stands for the letter "a" in our code. Say that if they have a "1" written down that they should write an "a" on the line just below it. Illustrate, if desired, on overhead projector or chalkboard.
7. Continue in this way, pointing out that 2 = d, 3 = e. Let students continue working out message on their own; give help where needed. Say that when they have all letters on the lines under the digits the letters will make a message which will direct them to do something. Tell them to do as the message directs and then to give you their paper. Be sure to help all students feel successful.
8. After you have collected the papers, review with students that their power to remember what they heard helped them in accomplishing this activity.

NAME _____

NAME _____

Lesson 14

Performance Objective

The student will be aware of several behaviors that make others feel bad.



You will need

A flannelboard

Flannelboard characters and objects (Patterns given at end of lesson): 2 raccoons, frog, ball, rabbit, yellow pail, blueberry bush, apple tree, squirrel, apples (2), blue jay.

Time

30 minutes

Introduction

This activity acquaints the student with several behaviors people have which make others feel bad. It also shows him how these behaviors make others feel toward him.

Learning Activity

1. Say to students they have been learning about special powers that we have--our power to see, to hear, to smell, to taste, to feel--our power to move our bodies in the space around us--our powers of visual perception and visual memory and our powers of auditory perception and auditory memory. Today we are going to learn about another power we have--the power to make others feel bad.
2. Say, "I'm going to tell you a story about 2 little raccoons who use their power to make others feel bad. As I tell you their story, listen for the times when

they make others feel bad. Whenever you think that one of them made someone else feel bad, raise your hand, and I will ask someone to tell how they did it."

3. Now read the following story:

Roxie Raccoon and Ronnie Raccoon are the best of friends. Almost every day, they play together and go to school together. Since they have no school today, they have decided to spend the whole day playing. "What shall we do today?" asked Ronnie.

"Let's play catch with my brand new ball," suggested Roxie. They had a good time throwing the new ball back and forth to each other and as they were playing catch with it, their friend Freddie Frog came leaping along. He called out to them, "Hi, Ronnie and Roxie. How are you today?"

They didn't even bother to look at Freddie when he spoke to them. They just kept on throwing the ball back and forth to each other. They made Freddie Frog feel left out.

4. Pause to give children a chance to raise their hands. Choose one of those with hand raised, and ask child to tell the group what Roxie and Ronnie did to make Freddie Frog feel bad. (They wouldn't talk to him.)

5. Continue story:

As Freddie Frog watched them play catch, he felt bad because they wouldn't talk to him. "I sure would like to play catch with you," said Freddie. "Please, may I play catch with you?" he pleaded.

But Roxie and Ronnie just kept throwing the ball back and forth to each other, without answering Freddie.

6. Pause for response from students as in Task 4. (They wouldn't play with him.)

7. Continue story:

Ronnie Raccoon and Roxie Raccoon had used their power to make Freddie Frog feel bad by making him feel left out. In fact, Freddie felt so bad that he went away to find someone else to play with.

When they had finished playing catch, Roxie and Ronnie decided to go to their favorite blueberry patch to pick some blueberries. Roxie said, "We don't have a pail to put the blueberries in after we pick them."

"You're right," said Ronnie. "We'll have to find one." As they walked to the blueberry patch, they saw their friend Robbie Rabbit going down the road with a big yellow pail. He was on his way to his Aunt Floradora's house to get a pail full of carrot soup which she had made for his family for supper. "Let's play a trick on him," said Ronnie, and he called to Robbie Rabbit, "Robbie, I hear your Mother calling you to come back, you forgot something!"

Robbie put his pail down by the side of the road and hopped away to his house. When he had gone, Roxie and Ronnie took his pail and ran away quickly. "Now we have a pail to put our berries in," said Ronnie.

8. Pause for response from students as in Task 4. (Students should pick up 2 ways here to make others feel bad, taking something that belongs to another and playing a trick on someone else.)
9. Continue story:

As they walked off down the road with the pail, Robbie Rabbit came hopping out of his house calling, "Hey you two, bring back my yellow pail!"

But Roxie and Ronnie just laughed and ran off toward the blueberry patch with Robbie's pail. They had used their power to make Robbie feel bad by taking his yellow pail, by playing a trick on him and by laughing at him. In fact, Robbie Rabbit felt so bad that he sat down by the side of the road and cried.

When Roxie and Ronnie reached the blueberry patch, they began to pick blueberries and put them in the yellow pail they had taken from Robbie Rabbit. "This is such fun," said Roxie. "But picking all of these berries is making me hungry."

"Let's fill the pail with berries, then sit down

under our favorite apple tree and eat them," suggested Ronnie. After filling the yellow pail high with blueberries, they sat down under the apple tree for their lunch of blueberries. As they ate, they heard the leaves of the apple tree move, and looking up, saw their friend Sally Squirrel. "Hi, Roxie and Ronnie," she said. "May I come down and eat some of your blueberries with you?"

"Oh, no!" cried Roxie and Ronnie. "These are our blueberries, and we're not sharing them with anyone."

With that, they each picked up an apple from the ground under the apple tree, and threw them at Sally Squirrel, hitting her in the foot. "Ouch, that hurts!" she cried.

10. Pause for response from students as in Task 4. (They didn't share and they physically hurt her.)

11. Continue story:

So Roxie and Ronnie used their power to make Sally Squirrel feel bad by not sharing and by hitting her. In fact, Sally Squirrel felt so bad that she jumped away to tell her friends what Roxie and Ronnie had done to her.

After eating the whole pail of blueberries, Roxie and Ronnie could hardly move because they were so full. "Let's just sit here under the apple tree and rest for awhile," suggested Ronnie.

While they were resting after their big lunch of blueberries, they saw their friend Billie Bluejay. "Something is wrong with Billy," said Ronnie. "It looks like he's trying to fly but he can't. Hey, Billy, what's wrong?" he asked.

"I hurt my wing," answered Billy. "Whenever I try to fly like the other birds, I just can't get off the ground."

While watching Billy try to fly, Roxie and Ronnie started to laugh at him. "You sure look funny," they told him. "We have never seen a bird who couldn't fly." And they started chanting in a

singsong voice "Billy's a Stupid Bird, Billy can't fly!"

12. Pause for response from students as in Task 4. (They called him a name and made fun of his difference.)
13. Continue story:

So Roxie and Ronnie used their power to make Billy feel bad by calling him a name and making fun of the way he was different from other birds. In fact, Billy felt so bad that he hopped to the nearest rock and hid behind it so that no one else could make fun of him.

After awhile, Roxie and Ronnie were feeling sleepy, and gradually they fell asleep under their favorite apple tree. Their tummies were so full of blueberries that they didn't sleep very well and a little later they awoke to find all of their friends having a party nearby. There was Freddie Frog, Sally Squirrel, Robbie Rabbit and Billie Bluejay having a wonderful time playing games and laughing together. "Oh boy, a party!" cried Roxie and Ronnie. "Let's go join our friends."

So they got up and went to join their friends. When they got there, everyone said, "You can't come to our party, Roxie and Ronnie. We don't want you here."

"But why not?" they asked. "We are your friends."

But Freddie Frog said, "You made me feel bad today when I wanted to play catch with you; you ignored me and made me feel left out."

Robbie Rabbit said, "You made me feel bad today when you played a trick on me and took my yellow pail, and then you laughed at me."

Next Sally Squirrel said, "You made me feel bad today when you wouldn't share your blueberries and you hit me with apples."

Finally, Billie Bluejay said, "You made me feel bad today when you called me a name and made fun of me because I was different from the other birds."

So Roxie and Ronnie were not allowed to join the party. They had used their power to make others feel bad, and now their friends did not want to play with them. Roxie and Ronnie slowly walked home together, feeling very sad about what they had done to their friends.

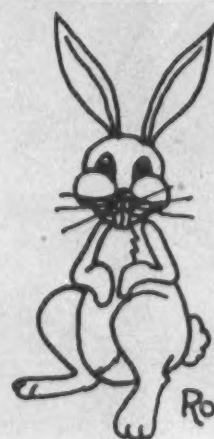
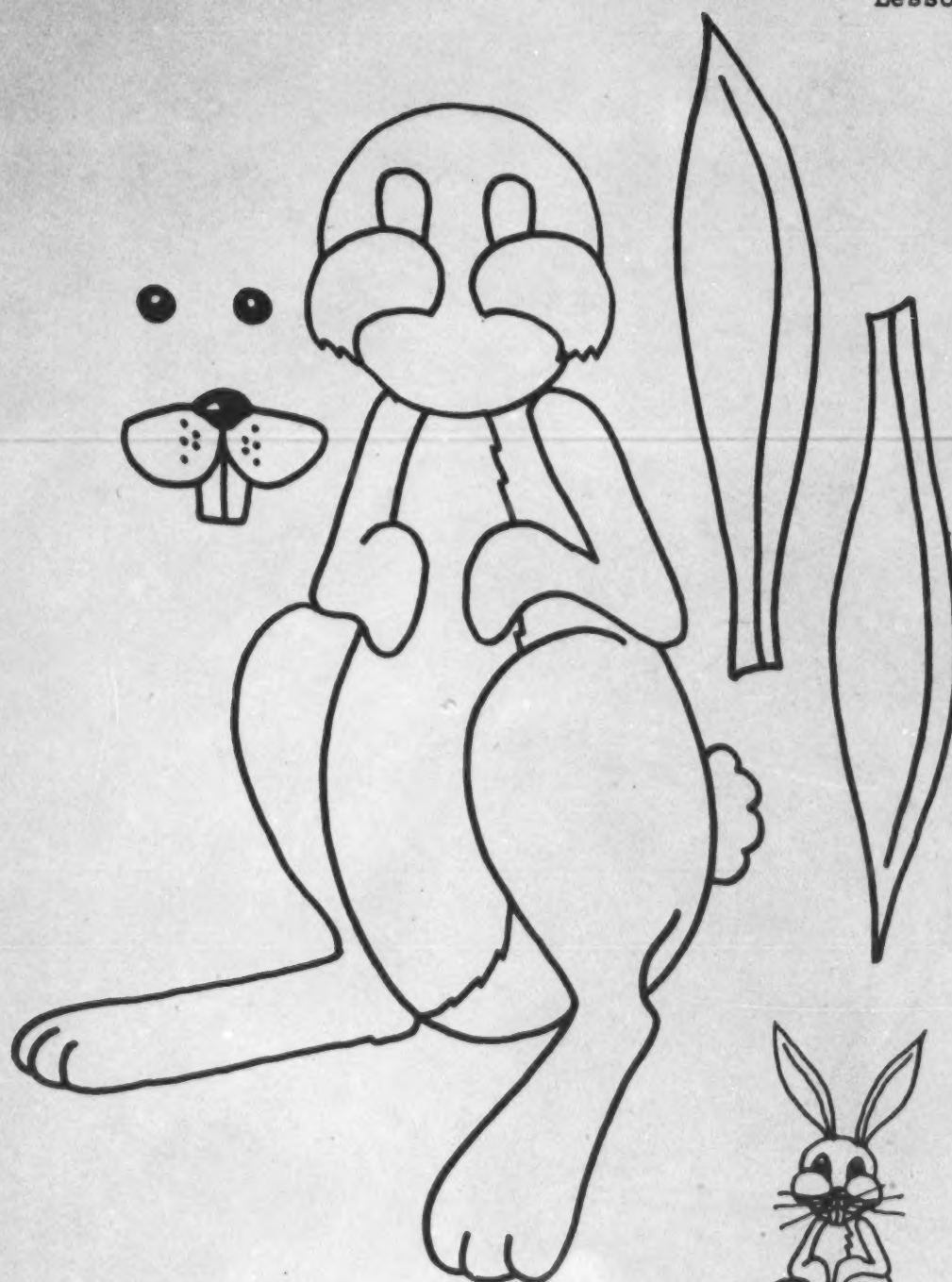
By April Clark

14. Summarize with students ways mentioned in this lesson which people have of making others feel bad. These included:

- Leaving them out
- Ignoring them
- Tricking or teasing
- Laughing at them
- Taking something of theirs
- Not sharing with them
- Hurting them physically
- Making fun of their differences
- Calling them names



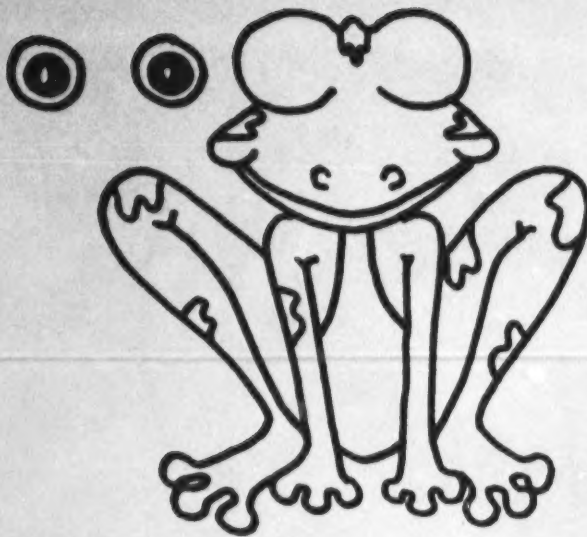
ROXIE and RONNIE RACCOON



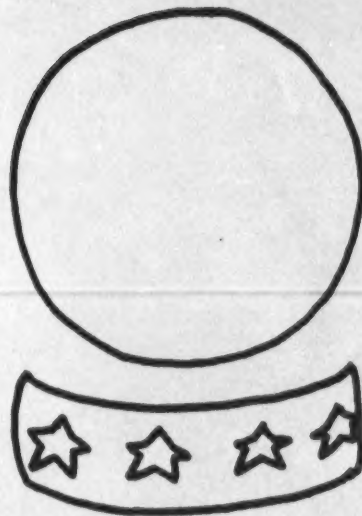
ROBBIE RABBIT



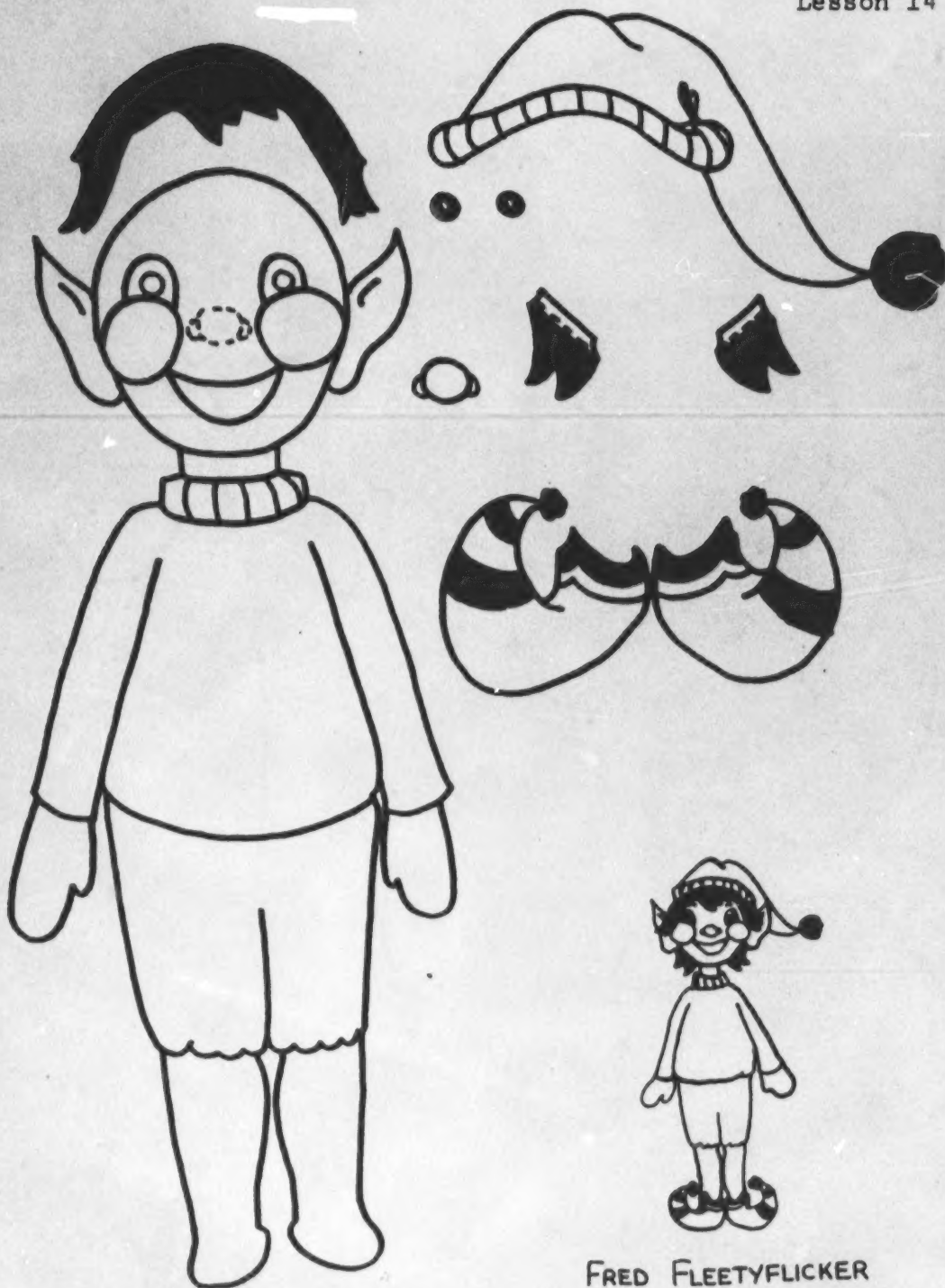
SALLY SQUIRREL



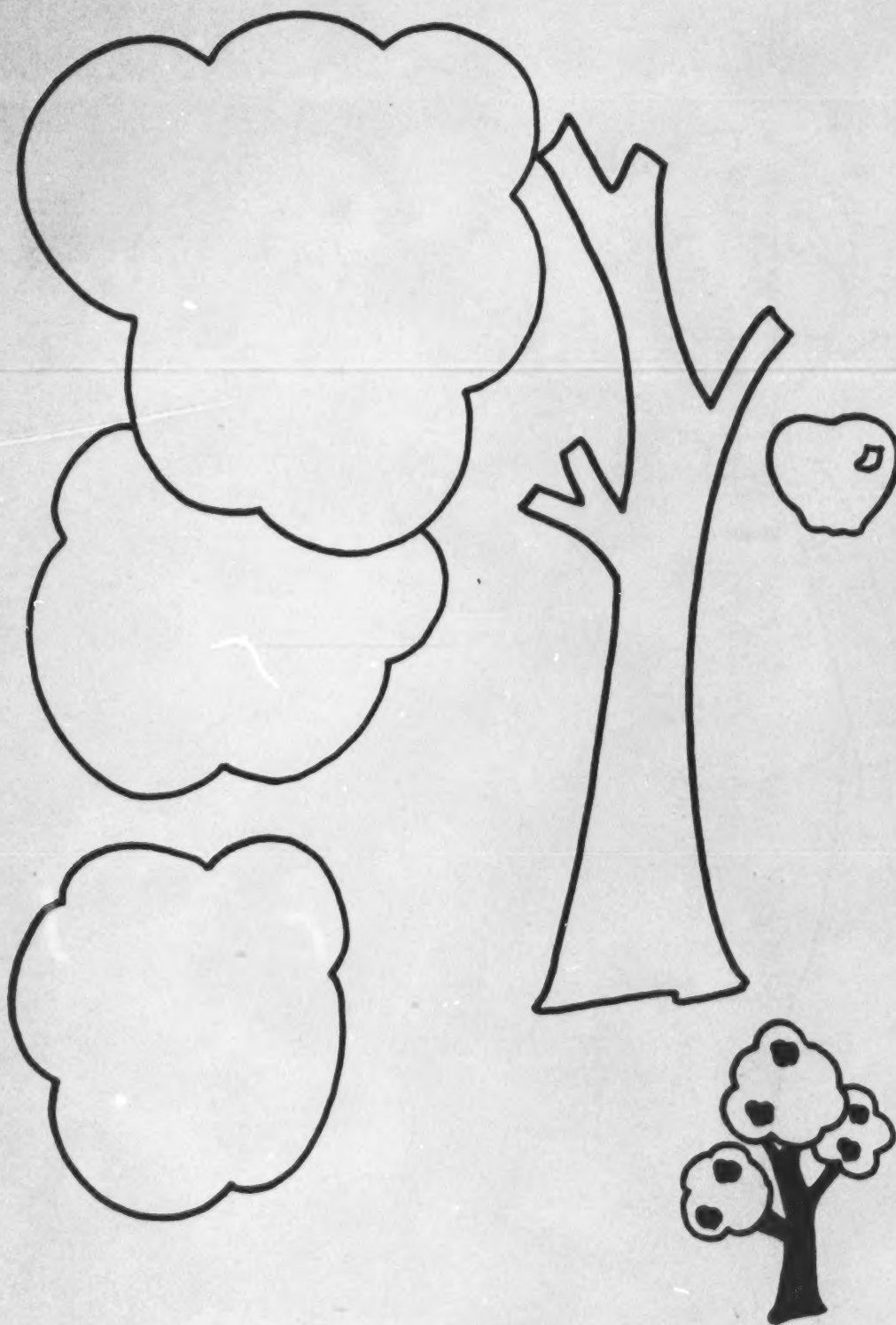
FREDDIE FROG



BILLY
BLUEJAY



FRED FLEETYFLICKER



Lesson Fifteen

Performance Objective

The student will recognize that he has power to make others feel bad.

Time

25 minutes

Introduction

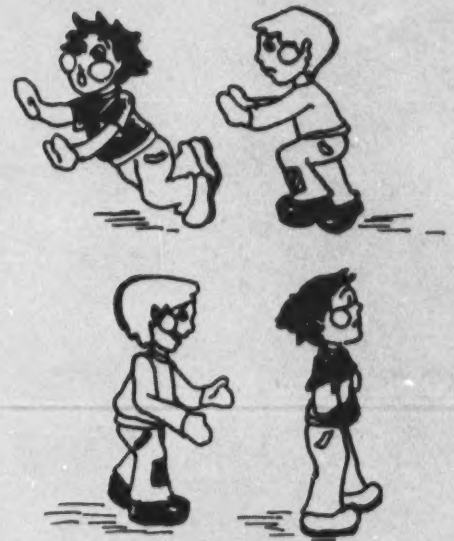
The previous lesson brought to the students' attention several ways people make others feel bad. This lesson attempts to put the student "in the picture", helping him realize that his actions may make others feel bad but also letting him express feelings he has had when others make him feel bad.

Learning Activity

1. Review with students ways mentioned in Lesson 14 which people have of making others feel bad. These included:

- Leaving them out
- Ignoring them
- Tricking or teasing
- Laughing at them
- Taking something of theirs
- Not sharing with them
- Hurting them physically
- Making fun of their differences
- Calling them names

2. Point out that hitting or otherwise physically hurting others in any way causes bad feelings both inside (that person doesn't like me) and outside. Ask students to share times they felt bad because someone hurt them physically. Usually children have much to contribute in this discussion; however, if necessary, you might



lead off with your own example. Ask what feelings the hurt person had toward the person who hurt him.

3. Remind students that feeling left out is a kind of inside hurt. Develop discussion as in Paragraph 2. A time when they felt left out may be a little more difficult for children to identify than a physically hurt time. You may want to help them remember some times during school activities when some felt left-out.
4. In the same manner, use as many of the behaviors identified in Paragraph 1 as you wish to take time for.

Most children have many occasions to tell about when they felt bad, and have deep feelings concerning these times. Because others (especially adults) are busy and because it takes time to really listen, many children are given a quick brush off when trying to tell how they feel. Model being a good listener during this time and reinforce good listening in others by verbalizing your appreciation.

Summary

With students, summarize types of behavior which make others feel bad, accenting also the feelings we have toward those who make us feel bad and that how we act has effects on others.

Enrichment

Students may draw a picture of a time when someone made them feel bad.

Lesson Sixteen

Performance Objective

The student will be aware of several behaviors which make others feel good.

Time

30 minutes

Introduction

This activity acquaints the students with ways people have of being helpful to others.



Learning Activity

1. Say, "We all have the power to make others feel good--one way is by being helpful. Using our power to help others can give us a good feeling inside. I'm going to tell you a story about a little elf--a very little elf--named Fred Fleetyflicker, who is going to take a journey. During this journey he will find himself in certain situations where he will need your help, and he will call for it when he needs it. When he does, I will ask someone to pretend to be Fred and someone else to help him. These two people will show us how Fred was helped by acting it out. Each time Fred comes to a place he needs help, I will choose two different people so that many of you will have a chance to show the group your power to be helpful to others."
2. Read the following story:

Fred Fleetyflicker, who is a very little elf, lives under a toadstool in a big forest. One morning he was sitting under his toadstool eating his breakfast of red berries from a nearby bush. "I really like my forest home," he thought to himself, "I have my toadstool which protects me when it rains,

there are many red berries for me to eat, and there are lots of other elves living here for me to play with. There is only one thing missing in my forest--there aren't any flowers, and oh, how I love flowers!"

As Fred sat there thinking of flowers, he remembered that his cousin, Marvin Thistlewhistle, lived in the Land of Flowers. "I know what I am going to do," he cried. "I'm going to pay a visit to my cousin so that I can see lots and lots of pretty flowers. I haven't seen Marvin for a long time, and I am sure that he would be as happy to see me as I will be to see him."

So Fred called the messenger bird and asked him to fly quickly to the Land of Flowers and tell Marvin Thistlewhistle that he was coming for a visit. Then, since it was a long way and took many hours to travel from Fred's toadstool in the forest to the Land of Flowers, he started his journey right then.

It was a beautiful day; the sun was shining through the leaves and branches of the tall trees, and the warmth of the sunshine gave Fred a good feeling as he walked along the forest path. After he had been walking for awhile, he noticed an enormous rock in the path. "Oh, no!" cried Fred, "That rock is blocking my path. I can't go around it because there are stickery bushes with big thorns on both sides of the path and I can't get over it myself. Help! Won't someone help me, please?"

3. Say that Fred now needs help. Pick someone to be Fred and someone to be the helper (both roles may be played by either males or females). Before the students start the dramatization, discuss how the helper is going to help, the types of movements he will be making, what Fred is doing, and the expressions they will have on their faces. Then have them act out the behaviours they have planned. It may be helpful to spend some time before they start talking about being a good audience: that those not performing should watch the performance, be quiet while others are performing, be supportive by not laughing or making fun, and see if the performers are getting across how the characters are feeling.

4. If someone else thinks of a different way of helping in this same situation, choose another Fred and let the second person demonstrate a different way of helping.
5. Emphasize to the group that this person (or persons) has used his power to be helpful to others. Have the actors rejoin the group and tell the helper(s) that Fred is really grateful for the help given, and thank the performers.
6. The story continues:

As Fred went on his way he was so happy because someone had helped him when he really needed help. He passed many of his elf friends as he walked on through the forest. "Hi, Fred! Where are you going?"

"I'm going to visit my cousin, Marvin Thistle-whistle who lives in the Land of Flowers," answered Fred.

"We miss seeing flowers also," they said, "Please bring some back for us."

"O.K., Friends, I'll bring back an armload of the prettiest ones I can find for you," answered Fred, and he continued along the way to the Land of Flowers.

After walking for what seemed like a very long way (remember he was little, very little) he began to feel hungry. "I think I'll make a fishing pole and catch a fish for my meal," he thought.

He found a tiny tree branch and made a fishing pole by tying his tiny shoestring on the end. Then he dug around in the ground with a sharp stick until he found a worm which he put on the end of his string. "Now I'm ready to catch a fish," said Fred, as he sat down by the side of a stream with the pole dangling in the water. Soon he felt something pulling on it.

"Oh, boy! I've caught a fish!" he cried. The fish pulled harder and harder and almost pulled Fred into the water. "It's too strong for me, this fish is too strong for me, I'll never be able to get it

out of the water, and I'm so hungry. I need some help, will someone help me, please?"

7. Again say that Fred needs help, and as in Task 3 discuss how a helper can help him, what their actions might be, the expressions they would have on their faces, etc. This is necessary with young children since although many are eager to participate, they have not had experience enough to leave them with a satisfied feeling about their participation. Again talk about being a supportive audience if this seems necessary with your group. Choose participants and let them dramatize how someone could help Fred in this situation. If there are different suggestions of ways to help, use different students each time so more may participate. Thank the participants, mentioning that they used their power to be helpful to others.

8. The story continues:

After deciding to make a little fire and cook the fish, Fred found a little clearing near the stream, placed the fish on a rock and went to search for some wood. He found many branches which had broken from the trees and were lying on the ground. "These will be just right for my fire," he thought.

But as he tried to lift the branches to get them to the clearing where he had left the fish, he found that he couldn't move them. "That's the trouble with being an elf, a very little elf," said Fred. "I'm so small that I can't move these branches. But if I don't find some way to move them, I won't be able to build the fire, and I will have to go without eating, and I'm so hungry! I'll never be able to walk the rest of the way to the Land of Flowers unless I have something to eat. I need some help! Will someone help me, please?"

9. Proceed as in Tasks 3 and 7.

10. The story continues:

Now that Fred had the wood, he rubbed two sticks briskly together, saying the only magic words he knew: "I can do it!" and soon he had a little fire going. He cooked and ate his fish, and then

continued on his way for what seemed a long way (for he was a little, a very little elf). After awhile it began to get dark. "I need to find a place to sleep for the night," thought Fred. "I sure am tired after walking all day."

He looked and looked for a place to sleep, but he could not find one. He was used to sleeping under a toadstool, but there were no toadstools in this part of the forest. "Now what shall I do?" cried Fred. "I can't find any place to sleep. I would try to build a shelter, but I can't do that alone. "Help!" he cried, "Will somebody please help me?"

11. Proceed as in Tasks 3 and 7.

12. Continue story:

Fred crawled into his new shelter and fell asleep. While he was sleeping he had many dreams about all the beautiful flowers he would see the next day in the Land of Flowers. When he woke up in the morning, he was so anxious to continue with his journey that he began right away and soon he smelled the fragrance of flowers. "Oh!" he exclaimed. "I must be getting near my journey's end."

Sure enough, as he rounded a curve in the path, he saw the Land of Flowers right before his eyes. There were flowers of all colors growing everywhere. Fred was so excited! "This Land is beautiful," he cried. "I'm so glad I came!"

Just then he saw his cousin coming toward him. "Hi, Fred," said his cousin. "How nice of you to visit!"

"I'm so happy to be here, Cousin!" Fred replied, but I would never have been able to make my journey without the help of so many good friends."

by April Clark

13. Have the students share with the group a time they were able to use their power to be helpful to others. It may be necessary for you to "go first" and tell of a time when you were able to be helpful. Encourage everyone to contribute if possible--you might help some by recalling times they were helpful to you. During this sharing time draw out the feelings they have had when they were

able to be helpful.

Summary

Stress that we have good feelings when we use our power to be helpful to others, and that those we are being helpful to also have good feelings.

Lesson Seventeen

Performance Objective

The student will recognize that he has power to make others feel good.



You will need

Badge "You're O.K. With Me", for each student

Time

30 minutes

Preparation

Write each student's name on a badge and on the back a reason you particularly value that person as, "I like the way you listen to me", "I like the way you share", "I like your friendly smile".

Introduction

This activity, the final one in this unit, acquaints the student with ways people have of making others feel good.

Learning Activity

1. Remind children that in the previous lesson we learned that we have the power to make others feel good by being helpful. Say that today we will be learning about another way.
2. Explain that you have made a badge for everyone to wear telling each person he is O.K. with you because you really like and value each one of them. Show the badges, then explain that on the back of each student's badge you have written something you especially like about that person.

3. Call students one at a time to have their badge fastened on. What you have written may be read aloud if the student so desires but do not insist if he wishes to keep it private.
4. When everyone has been given his badge ask how it made them feel to know that you really liked them. As students respond ask them if they think they can make someone feel good in this way, by letting the person know they are liked and why. Say that we should express only what we feel, that we should not make things up or be insincere. Encourage participation in this verbal activity and "accent the positive" by restating a given good point for emphasis.

Summary

Bring closure by reminding students that today they have learned that letting others know you appreciate and value them makes them feel good. Suggest they make those at home feel good in this way.

Enrichment

You may provide extra badges for students to use when desired.

